

IDeaL: Design for Learning

From the Editor

By Crista Mohammed



Readers, we are late with delivering our Q1 2017 newsletter and for this we humbly apologize. We are experiencing some challenges with our website. For this PDF version of IDeaL: Design for Learning, I thank Lori Meyer for all the layout work. I could not have done it without her! Where we fell short in delivery time, we make up for in great content.

In this issue, we have begun reaping the rewards of our student outreach competition: We are thrilled to publish the first of several student essays, which our esteemed judges found to have clear value to our readership.

- **Leland Stoe**, reading for a degree in Technical Communications & Professional Writing at Metropolitan State University, shares ten tips for engaging the reluctant learner. We thank Leland for his sage recommendations and congratulate him on having been selected for publication. Read [Engaging the Reluctant Learner](#).
- **Viqui Dill**, in her co-manager's column, reminds us that it is that AMAZING time of year...SUMMIT time! It is hard for Viqui to suppress the programs manager in her, as is evidenced by the event highlights in her column. Viqui lists presentations by IDLers; sessions with an IDL focus; sessions that are of general interest; and gatherings that promise FUN—like the Rough Drafts performance: She just made your scheduling easy. [Read more](#).
- **Lori Meyer**, in her co-manager's column, talks about how you can become involved in our vibrant, award-winning community. [Read more](#).
- **Marcia Shannon** uses her Secretary's Column to urge you to join our effort—through volunteering; connecting at the summit; and at our meetings. Our monthly meetings are held the 4th Wednesday of every month. “See” you at our next meeting. [Read more](#).
- **Mellissa Ruryk**, our Jacques Cousteau of Word™, takes us on another voyage into the depths of this sometimes plague-some but indispensable software. In this second part of a three-column series, Mellissa describes how to manipulate sections. My fav bit is a tip on how, armed with an understanding of sections, to recover a corrupted document! [Read more](#).

- **Viqui Dill** lets us know what's hap, hap, happening. In an IDL SIG outreach activity, Viqui shared a case study of a training programme with InfoDevDC—a group of Information Developers (technical writers, training designers, information architects, and project managers) who gather in the northern Virginia area. This is but one more example of how your SIG supports our community of IDL practice. [Read more.](#)
- Meet **Kim Lindsey** in our return to **Member Spotlight**—a pre-WordPress feature of *IDeaL: Design for Learning*. In a midlife career change, Kim moved from technical writing to instructional design. [Read more.](#)
- **Jamye Sagan** reviews Bette Fricke's *Webinar School: Planning, Producing, and Presenting your Training Webinar*. The book is a collection of wisdom that is well overdue, as online training has, for some time, become a mainstay of the IDL arsenal. Jamye assesses Fricke's offering to be useful in general and particularly so for its webinar planning and execution checklists—*isn't planning half the work?* [Read more.](#)

Co-manager's report: Go Summit 2017!

By Viqui Dill



Join us at the #STC17 Summit! Come by our booth at the Welcome Reception on Sunday night and get a sticker for your summit badge. Join us Tuesday midday for our annual business meeting. And, if you see some of us walking around and hanging out, be sure to stop and say hello.

This post will help you connect with our SIG at the Summit and highlights sessions about our field and other sessions of interest. For the complete schedule of events, see the Summit website at <https://stcsummit2017.sched.com/>

Annual IDL SIG Business Meeting Brown Bag

Our annual face-to-face business meeting will be on Tuesday, May 9th from 11:30 am to 12:30 pm at the Gaylord Hotel.

Come by for a brown bag lunch and a chance to meet other instructional design and learning practitioners face to face. Pick up lunch at either the [Harbor Marketplace](#) or [The Cocoa Bean inside the Gaylord Hotel](#).

Join us! We will have prizes!

Sessions by IDL SIG members

- **Ben Woelk - Revive and Thrive: Strategies for the Introvert in Today's Workplace (Workshop)**
Sunday, May 7 • 1:00pm - 4:30pm <http://sched.co/8tgG>
- **Jenn Carlos - A Laymen's Crash Course on Analytics in Help Content**
Monday May 8 • 10:10am - 11:00am <http://sched.co/9IT6>
- **Viqui Dill - On Track! Running an Effective Meeting is More Than the Agenda**
Monday, May 8 • 2:10pm - 3:00pm <http://sched.co/8thP>
- **Kit Brown-Hoekstra - Productivity Hacks for Technical Communicators**
Tuesday, May 9 • 9:00am - 9:50am <http://sched.co/8tiO>
- **Li-At Rathbun - We Stoop to Conquer: Adjusting to Mediocrity**
Tuesday, May 9 • 10:10am - 11:00am <http://sched.co/8tjS>
- **Kirk St.Amant - Prototypes of Use: Adapting Content to the Usability Expectations of Different Contexts**
Tuesday, May 9 • 2:10pm - 3:00pm <http://sched.co/8tjY>
- **Allie Proff - My Android Dreams of Electric Cats – Are You Capturing Your User's Emotive Analytics?**
Tuesday, May 9 • 4:00pm - 4:50pm <http://sched.co/8thV>

- **Phylise Banner - Gamification of Instructional Design**
Tuesday, May 9 • 4:00pm - 4:50pm <http://sched.co/8ti6>
- **Ben Woelk - Follow the Yellow Brick Road: A Leadership Journey to the Emerald City**
Wednesday, May 10 • 9:00am - 9:50am <http://sched.co/8thY>
- **Jane Wilson - Creating User Documentation in an Agile World**
Wednesday, May 10 • 10:10am - 11:00am <http://sched.co/8tjg>

Sessions about IDL and related topics

- **Debbie Kerr - Learning Styles and the Cancer Experience**
Monday, May 8 • 2:10pm - 3:00pm <http://sched.co/8tjF>
- **Mark Kleinsmith - Video Provides the Edge**
Monday, May 8 • 4:00pm - 4:50pm <http://sched.co/8tjG>
- **Jessica McCaughey - Edits as ESL Teaching: Working with Multi-lingual Writers**
Tuesday, May 9 • 1:00pm - 1:50pm <http://sched.co/8tiK>
- **Phylise Banner- Gamification of Instructional Design**
Tuesday, May 9 • 4:00pm - 4:50pm <http://sched.co/8ti6>

Sessions of general interest

- **CPTC Foundation Exam Prep Class** with Chris Hester
Saturday, May 6 • 8:30am - 4:30pm <http://sched.co/9csg>
- **CPTC Foundation Exam Prep Class (Day 2):** with Chris Hester
Sunday May 7 • 8:30am - 5:00pm <http://sched.co/9csi>
- **Leadership Program** with Mellissa Ruryk
Sunday May 7 • 8:00am - 12:00pm <http://sched.co/9HbV>
Our own Mellissa Ruryk will be presenting about our Manager's Handbook to STC community leaders. Best wishes Mellissa!
- **Adobe Workshop**
Sunday, May 7 • 12:00pm - 5:00pm <http://sched.co/9RZq>
- **Opening Keynote** by Seth Mattison
Sunday May 7 • 5:30pm - 6:45pm <http://sched.co/9HbZ>
- **Welcome Reception in the Exhibit Hall**
Sunday, May 7 • 7:00pm - 8:30pm <http://sched.co/9Hba>
- **Annual Business Meeting**
Monday, May 8 • 5:30pm - 6:30pm <http://sched.co/9Hbh>
Our own James Bousquet will be installed as STC Treasurer at this meeting. Congratulations James!
- **Speed Networking**
Tuesday, May 9 • 11:30am - 12:15pm <http://sched.co/9Q7Z>

- **Honors Reception**
Tuesday, May 9 • 5:30pm - 7:00pm <http://sched.co/9Hje>
- **STC WDCB brings back the Rough Drafts**
Tuesday, May 9 • 7:00pm - 9:00 pm <http://sched.co/AB7C>
- **Closing General Session: Fix My App** with Lorelei Brown, Geoffrey Robertson, Vera Rhoads
Wednesday, May 10 • 11:15am - 12:30pm <http://sched.co/9Hjf>

Informal get-togethers

Look for plans to get together informally for dinner or after dinner fun. The Gaylord Hotel has a rooftop lounge for hotel guests that is open late. We will gather in the evenings to wind down and connect there.

<https://www.nationalharbor.com/stores/pose-ultra-lounge/>

Co-manager's report: Opportunities are waiting for you - learn and grow with us!

By Lori Meyer



The Summit conference is a special time for SIGs like ours, because it's the one time of the year our members can meet in person, get to know one another, and teach and learn together. Summit is also the perfect time to learn more about how you can be involved in YOUR instructional design and learning community! We thrive as a professional community because of you -- your leadership, your creativity, and your service make a difference!

Our SIG will be honored with two major STC awards this year: the **Platinum Community Achievement** award, which signifies excellence and above-and-beyond achievements throughout the previous year, and the **Pacesetter Award**, which is given to communities who have demonstrated innovative work that can be modeled by other communities. We received these awards because members *just like you* became involved and generously gave their time and talent. Many helping hands *just like yours* helped us earn this recognition.

But more importantly, involvement is about YOU -- about learning and growing in a community that treasures teamwork, friendship, and fun. Every new volunteer, no matter what role they play, has an opportunity to touch our community in a positive way and make a difference. We are proud of our achievements and awards, but just as proud of the fact that we are a strong, warm, and welcoming community that works every day to provide value to all of its members.

At Summit, you'll have an opportunity to meet and talk with our leadership team, and find out how you can be part of our great corps of volunteers. Come to our community reception table on Sunday, and to our business meeting and brown-bag lunch on Tuesday. We'll be delighted to tell you more about how you can become involved. Until then, let me tell you about two roles that we are seeking to fill as soon as possible.

- **Treasurer** - The treasurer manages the SIG's finances, reconciles SIG expense records with STC's accounting records, processes expense reimbursement requests from SIG leaders, submits regular reports to the leadership team on SIG financial transactions, provides insights and advice on good financial stewardship for the SIG, and works with the co-managers to prepare the annual SIG budget.
- **Program leader** - As a virtual community, our program of webinars helps us provide value-adding educational opportunities for our members. Our program leader researches opportunities for presentations, seeks and recruits presenters, publicizes upcoming programs using Eventbrite and social media, and works with presenters to schedule and manage each webinar using Adobe Connect. This is a great opportunity to learn more about what topics are of greatest interest to our

members, and meet some of the most knowledgeable techcomm professionals and instructional designers in the industry. And you don't have to do this all by yourself – you can convene a team to help us offer great programs!

If one of these roles interests you, we will provide the training you need to be successful. And you won't work in isolation -- our leadership team is truly a team that is there for one another. Come and see us at Summit -- we can't wait to tell you more about our wonderful community of learners and teachers. If you can't make it to Summit but would like to know more about getting involved, contact us at managers@stcidlsig.org. We look forward to talking with you!

SIG News Roundup

by Marcia Shannon, Secretary



The first quarter of 2017 may be history, but if you made a resolution to become more involved, opportunities are always available. Is there a webinar topic you would like to see or present? Do you have ideas for attracting new members? Can you give a couple of hours a month toward keeping the IDL SIG strong and active? Whatever you contribute, you will find that you benefit even more by gaining new contacts and new ideas.

If you are attending Summit, we will be there is several ways, from session presenters to information tables to the SIG Business Meeting. Plan to attend the meeting and put faces to the names you hear each month. Summit provides a great opportunity to network and learn; I always find it a worthwhile experience.

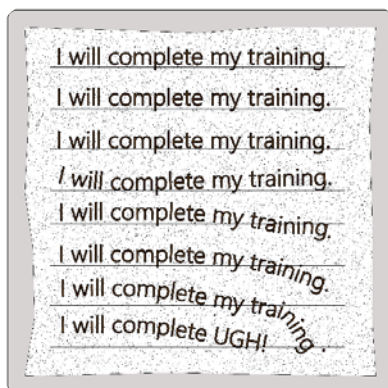
Connect to our award-winning IDL SIG via social media to stay informed, share your IDL news and views, and publicize your involvement at your local STC events. Find us on Facebook, LinkedIn, and Twitter.

Reminder: All SIG members are welcome at our monthly leadership meeting. Follow the login instructions in your monthly email to login to the online meeting. This is a great way to find out what is happening in the SIG. The co-managers share the latest news from STC, the committee leaders report on their events and activities, and questions from the “floor” are always welcome. Make the 4th Wednesday of each month your “connect and contribute” day for the SIG.

Engaging the Reluctant Learner

By Leland Stoe

Most of us have been on the other end. We've sat through training in various formats and wondered when and where we would ever apply the knowledge. If you're like me, you've even rolled your eyes, at least figuratively. You may have thought, "What a waste of time." However, the battle to win over the reluctant learner is not futile.



For a recent college class, I created an online training module targeting an audience of what I found to be reluctant learners. I learned a lot firsthand and hope that my experience can help you reach your reluctant learners.

Here are 10 keys to consider when reaching out to reluctant learners:

1. **Define and write your learning objectives first.**

Written objectives serve as a compass to guide your project. Remember to consider business and safety aspects as you write. Keep your objectives by your side and refer to them often, especially if you suspect you may be veering off the path. Learning is more achievable when every part of the material supports one or more objectives.

2. **Analyze your learners.**

Get to know your learners through a variety of means. Try using short online surveys, personal observations or interviews. By conducting research up front, you'll be prepared to reach your learners in the most appropriate ways. You'll learn about their learning preferences, work environment, attitude toward learning and such. This gives you the best chance of connecting with your learners. The best outcomes result from meaningful research. Such analysis is foundational to your process.

3. **Communicate the WIIFMs immediately.**

Give learners the "What's in it for me?" to encourage them to engage and care about the material. If you've analyzed your learners, the WIIFMs are likely to pop out at you. Don't forget to tell learners why this training matters to the organization as well. Engaged learners have higher retention rates.

4. **Keep your content compact.**

Remember to focus on your objectives. Limit your material to those important aspects that support your written objectives. Ruthlessly weed out the remainder. I've never met anyone who enjoys wading through or listening to gobs of material. By compacting your material, you'll show your learner that you value their time.

5. Leverage your learners' preferred learning channels.

Present the material in ways that play to your learners' natural preferences. This is where your audience analysis is critical. Some people prefer written material, while others prefer video or audio. Don't be afraid to use multiple channels, especially when group members have differing preferences. The key is to use your audience analysis to maximize your reach.

6. Personalize the conversation.

Deliver your message in a conversational tone. Use your learner analysis findings to guide your words and technique. By creating a dialogue of sorts, you demonstrate to your learners that you understand them. They will feel respected. And when people feel connected, they are more likely to engage and care about the content.

7. Make learning fun.

Break free of the seriousness and lighten the mood. Reflect on your objectives and learner analysis, and find creative ways to break the monotony while fulfilling your purpose. Consider using a game rather than a test to determine how much your learners have absorbed. If you don't have the skills or resources to create a game, try injecting humor into your training. It's harder to be a disengaged learner when you are having fun.

8. Chunk it up.

Divide your content into manageable pieces. Many learners feel overwhelmed when faced with one long, unbroken session. They may also feel anxious about whether they can retain the material well enough to pass a cumulative test. Slip knowledge checks in at intervals to help your learners feel a sense of success and accomplishment along the way. Reducing their stress and anxiety can lead to better retention.

9. Tailor your content to the learners' real-world settings.

Teach in a way that learners can emulate in their own world. One way to accomplish this is to use the same application or technology that the learners use. In addition, detailed concepts or instructions can be difficult for learners to remember, so make every effort to help them. This can be done by offering a printable job-aid, perhaps a simple mnemonic, showing key facts or processes. Such a tool helps learners apply their new knowledge or skill independently.

10. Teach using familiar terms and jargon.

Use simple and clear terminology. Resist the urge to use fancy words and acronyms unless they are familiar to your audience. Revisit your learner analysis if you're unsure. Using big words often only complicates an already difficult learning process. You want your learners to focus on the material, not on trying to decipher the meaning.

Above all, remember that audience analysis forms the foundation for your content. How you gather this user-analysis data is less important than gathering revealing data, so explore creative avenues when researching your learners. Consider the whole person when brainstorming learner-analysis methods. There is no single recipe that works for every situation. Just focus on understanding your learners, and consider how you can best reach them. Think of your learners as customers, and do everything you can to satisfy them. Your learners will benefit from your diligence, and they will undoubtedly learn and retain more.

Implementing these 10 keys requires thoughtful planning, and that means spending more time up front. But the rewards are worth the investment. You'll create user-focused content that has greater value to your reluctant learners, and you'll do so more efficiently. Everybody wins.

Leland Stoe is an undergrad studying Technical Communications & Professional Writing at Metropolitan State University in St. Paul, Minnesota. He is employed as a manufacturing engineer at a large Twin Cities aerospace company.

Part 2 of Page Layout: Understanding Sections in Word™

By Mellissa Ruryk



In our last column, we promised you a series of three columns focused entirely on the mechanical aspects of page layout: how do you make Word™ do what you want?

In the first column, we covered the basics of page layouts – that pages almost always have three elements (margins; headers or footers or both; and the body), and that there are four common combinations of those layout elements to make up a document:

1. **Simple page layout** (headers and footers are the same on all pages of the document)
2. **Even/odd layout** (headers and footers are the same on each odd-numbered page and on each even-numbered page, but not necessarily the same content or alignment in both)
3. **Different first page layout** (a chapter or a section starts where the first page has a different combination of page elements than the rest of the pages in that section)
4. **Complex page layout**, which is some combination of two or more of these layouts.

We explained that all page layouts are governed by sections and header/footer settings. That's the topic of this second column in the series.

Sections

Sections are divisions within a single document. Every document has at least one section (the default), and some documents have dozens of sections. Sections are typically used to mark the end of one style of page layout and begin a new one. Examples might include the front matter of a report or book (no page numbering used), a table of contents, and the main document content (both of which typically begin on page "1"). To make Word properly format each of these sections of your document, you need to create section breaks in your document.

The nomenclature gets difficult here because most technical writers deal with documents that have separate parts – for instance, a report or a manual – called sections, whereas books have chapters. A “chapter” in a book is an easily understood concept for which Word uses “sections”. Please note that in Word, these document divisions do not correspond on a one-to-one basis to the sections of a document. A document's section (or chapter) in Word can be made up of one or more Word sections. To ensure you, dear reader, do not become confused, I am going to continue to talk about chapters even though you may be creating a report document and not a book. Otherwise, I might have to capitalize ‘Word Section’ to

differentiate them from document sections; a danger which may not only become tedious but potentially confusing.

Sections are required for complex layouts. If your document has a complex layout, configure your sections before configuring your headers and footers.

What sections control

Using sections in Word gives technical writers granular control of the following aspects of a document that are separate from other aspects of the document's look and feel:

- Headers and footers
- Page numbering
- Whether the chapter starts on an odd-numbered page (usually on the right, or "recto" page)
- Page layout (orientation, margins, size)

Headers and footers

All headers and footers are associated with sections.

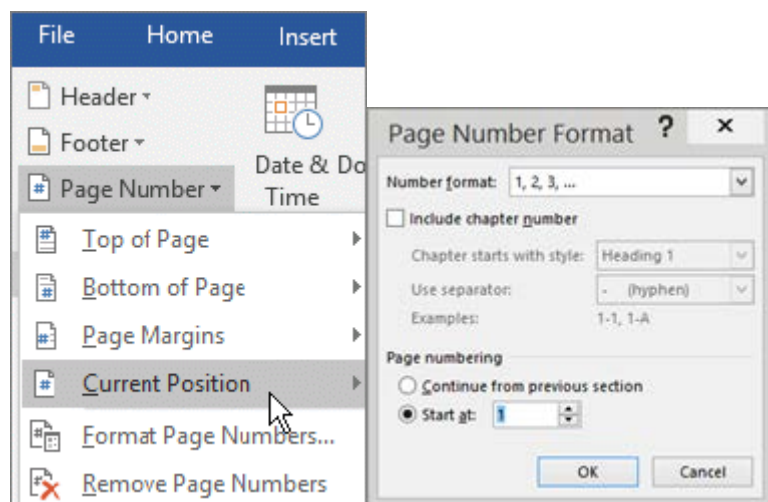
Headers and footers come in pairs, meaning you never have a header without a footer, and vice versa. Therefore, think of each pair as a "header/footer set." (However, either one or both of a header/footer set may be blank.)

Every section has at least one header/footer set. As soon as you create a new section, you have created a new header/footer set.

A section can have one, two, or three header/footer sets. The number of header/footer sets is determined by the **Different odd and even** setting and the **Different first page** setting. These options appear in the Page Setup dialog box on the Layout tab under **Headers and Footers**.

The number of header/footer sets in a section is completely independent of the number of header/footer sets in any other section. For example, one section might have a single header/footer set, while the following section can have two header/footer sets because it is intended to be printed double-sided.

Page numbering



Whether the section starts on an odd-numbered page, every section has its own settings for what type of page the section starts on. The types are:

- **New page.** Use this setting for single-sided documents. It starts the section on the next page, whether the next page is even- or odd-numbered.
- **Odd page.** Use this setting for double-sided documents. It automatically inserts a blank page at the end of the previous section, if the previous section has an odd number of pages.

For example, if a section has 9 pages and you insert a section break on the next page, the new section would start on page 10—an even-numbered, left-hand (or verso) page. To prevent this, make the next section start on an Odd page, and Word automatically inserts a blank page 10 when you print the document.

- **Even page.** Don't use this type of break. It may be useful for mixing landscape pages with portrait ones, but it's too difficult to set up and maintain to be useful in technical writing.
- **New Column and Continuous.** Use these types of breaks only for columns, which are harder to maintain and often are not required in technical writing (borderless columns might be easier to use).

Page setup

Page setup includes margin widths or depths, orientation, size, and column layout.

Binding (such as staples, coil rings, and three-ring binders) takes up part of the margins of a document. If you are going to bind a document, adjust the margins to add room for binding.

With a single-sided document, add room for binding by widening the Left margin as follows:

1. Do *not* select **Mirror margins** from the **Multiple pages** dropdown list. This means the Left and Right margins affect odd-numbered and even-numbered pages the same way.
2. Increase the Left margin and decrease the Right margin.

With a double-sided document, add room for binding by widening the Inside margin as follows:

1. Select **Mirror margins** from the **Multiple pages** dropdown list. This changes Right and Left margins to Inside and Outside margins.
2. Increase the Inside margin and decrease the Outside margin.

Now the right margin on a left-hand page, and the left margin on a right-hand page, are wider (to allow for binding). The left margin on a left-hand page and the right margin on a right-hand page will be correspondingly narrower.

Where to create sections

Decide on a layout before creating section breaks, because the layout determines the type of section break you need. For example, in a single-sided document, you probably want sections to start on the Next Page. In a double-sided document, you likely want sections to start on an Odd-numbered Page.

You need at least three section breaks in most documents:

1. **Title page and front matter.** The title page and front matter needs its own section because it
 - a. has blank headers and footers.
 - b. is not usually included in the page numbering of the document.
2. **Table of Contents.** The table of contents needs its own section because it
 - a. has Roman page numbering (i, ii, iii) that usually starts at i.
 - b. starts on an odd page.
 - c. displays the title of the Table of Contents in the header or footer, not a chapter title as in the rest of the document.
3. **Body.** The body of the document (meaning everything after the Table of Contents) needs its own section because it
 - a. has Arabic page numbering (1, 2, 3).
 - b. has page numbering that restarts at 1.
 - c. starts on an odd page.
 - d. may display the chapter title in the header or footer.

In addition to the three basic sections, you may want to add other section breaks.

Every section break that you add to a document adds to its complexity. Errors are more likely and changes are harder. It's a trade-off between complexity and design.

Chapters (a/k/a sections)

You may want a separate section for each chapter, but not as often as you might think. The key issue is your layout.

You do not need a separate section for each chapter to make each chapter start on a new page. If you don't mind whether chapters start on an odd or even page, you can select the **Page break before** setting in the style for the heading that starts each chapter (such as Heading 1 or Chapter Heading). Every time you apply the style to a paragraph, it starts a new page. No extra section breaks are required.

You do need a separate section for each chapter for the following layouts, when you want:

- **Each chapter to start on an odd-numbered page.** Add an Odd Page section break before each chapter.
- **Page numbering to restart in each “chapter.”** Add a Section break before each chapter.
- **Different first page in each chapter.** Add a Section break before each chapter and apply Different First Page formatting.

Special layouts

Other special layouts require using section breaks to include columns and changing the page orientation for landscape pages. These layouts are harder to maintain, but it's always fun to take on a challenge and succeed!

Where section information is stored

Each section break controls the section formatting of the section before it. Let me just say that again in a slightly different way: The formatting of each section is contained in the section break that follows that section.

This is why people get unexpected results when they delete a section break. When you delete a section break, you delete the section formatting of the section before the break. The section before the break adopts the section formatting of the section after the break.

There is one exception: the last section of the document. The section formatting for the last section is stored in the last paragraph mark of the document. If you were able to go to the end of the document and delete the last paragraph mark, you would delete all your section information, including headers and footers, page numbering, and so on. That's one of the reasons you can never delete the very last pilcrow in a document.

Tip: In a corrupt document, the last paragraph mark sometimes contains the problem. Try selecting the entire document EXCEPT the last paragraph mark, clicking **Ctrl+C** to copy it and clicking **Ctrl+V** to paste the content into a new document.

Next: The Final Column: Creating a complex layout with alternating headers and footers in a document to be printed with a double-sided page layout.

STC IDL SIG shares with InfoDevDC

By *Viqui Dill*



On February 21st, I presented my #STC16 Summit session case study about a training program developed for a big software rollout at my company. The presentation was hosted by the InfoDevDC Meetup group.

Meetup is an organization that connects people online so that they can meet face to face for discussion, networking and learning. The InfoDevDC is a group of Information Developers (technical writers, training designers, information architects, and project managers) who gather in the northern Virginia area. During the presentation, I highlighted some of the benefits of STC membership, especially membership in online communities like our IDL SIG. Folks at the meeting were excited to learn that we have free webinars for our members and that we support instructional designers through our newsletter and many other opportunities to connect.



InfoDevDC Collaborators

The presentation was a case study that presented seven different deliverables and compared the relative effectiveness of each, based on engagement:

- Online help
- How-to instructions
- Books for the training crew
- Training package for the training crew
- Person to person training with evangelists

- Weekly email to 2,200 users
- Posters everywhere

The objective of a good training program is adoption and excellent field execution. This presentation explained how to use a combination of traditional training deliverables and old school psychology to gain user buy-in and achieve a successful launch. We talked about how my company uses cartoons and countdowns to ensure that users seek out training and have a stake in adoption and field execution excellence.

Whether we create video, user assistance, classroom training, or documentation, what we really want is a group of folks who use the product to do an excellent job with little or no effort and make no mistakes. We found that creating good training is less about the deliverable and more about building the right relationship.

Online help was the least effective of the deliverables, having a low engagement as measured by Google Analytics, just 145 brief interactions. Classroom training and support from local champions was the most effective of the deliverables. The challenge for the team was to build up this network of champions and equip them with excellent resources. Employees and users were most engaged by the old-school series of weekly paper announcement flyers featuring Fred Flintstone and George Jetson, highlighting a small amount of information to know for the week.

Slides of the presentation are online here:

https://www.slideshare.net/viqui_dill/from-fred-flintstone-to-george-jetson-creating-tension-in-training-increases-adoption

Read about the InfoDevDC Meetup group and the event here:

<https://www.meetup.com/InfoDevDC/events/237190710/>

http://www.stcidlsig.org/fredflintstone_s...shares_infodevdc/

Member Spotlight: Meet Kim Lindsey*

By Kim Lindsey and Sara Buchanan



Meet Kim Lindsey, an STC and NEO STC member since 1999, who currently serves as the NEO STC's Webmaster. She has held many roles over the years, including President during the 2004-2005 chapter year. In 2016, she was named an STC Associate Fellow.

Kim is the eLearning & Instructional Design Manager at Cinécraft Productions Inc. in Cleveland.

Kim shares her career highlights and advice to others

"I came to technical communication as a mid-life career changer and I've never regretted it. I encourage everyone to not be afraid to reach out and try new things. Our skills and interests keep developing throughout our lives, and there are innumerable challenges and opportunities if our eyes and hearts are open. And, when I moved from technical writing to instructional design (ID) in 2009, it was quickly apparent that having a long and varied work history is a huge benefit. ID is a terrific field for career-changers who can write."

Kim can sing (and volunteers)

"Looking back, I'm kind of amazed: I've been doing some kind of volunteer work almost my whole life. I've served in community organizations and in many capacities at church; I also enjoyed 11 years of Saturday evenings ushering for The Cleveland Orchestra. I was in the Cleveland Orchestra Chorus too for a few years – an incredible honor. Right now I have a tiny freelance "side-hustle" going at Truth For Life (TFL), a Christian ministry where I'm a writer on the Content Team. My techcomm experience recently came in handy at TFL as I designed and developed the first edition of a "Writer's Handbook" used by everyone on the team."

Kim has wonderful, varied interests

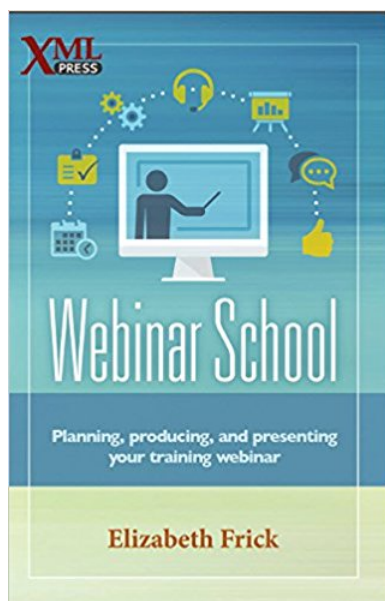
"At a 2006 STC meeting, Rebecca Slifer was begging, 'Someone please take the kitty in this photo!' I still have my little Maria plus another cat besides. My hobby is freeform bead weaving, and every month I participate in Bead Club at Cleveland Rocks and Beads in Cleveland Heights. I'm a rabid sci-fi/fantasy fan, which these days means I'm a "Sander-fan" (a fan of Brandon Sanderson). On the 17th Shard Forum, you can find my posts under the name "old aggie." Shard-ers are amazing people and I find out about lots of stuff there: new music and online content I'd never find on my own – keeps my brain young!"

This article originally appeared in Lines & Letters (February 2017), published by Northeast Ohio Society for Technical Communication (NOE).

Book Review: *Webinar School: Planning, Producing, and Presenting Your Training Webinar*

Elizabeth Frick. 2016. Laguna Hills, CA: XML Press. [ISBN 978-1-937434-50-2 (print), ISBN 978-1-937434-51-9 (ebook), ebook reviewed.]

by Jamye Sagan



Over the past several years, webinars have become an effective way to deliver training while minimizing the need for travel. In this book (and as the book title describes succinctly), Frick walks the reader through the logistics of producing a training webinar—from preparing the content for delivery to capturing lessons learned afterwards.

Overall, the book chapters are well-organized and contain a wealth of information. Throughout her book, Frick includes several nuggets of advice, especially with selecting basic hardware, preparing presentation slides, encouraging participation, and mining the chat log for valuable information. Mostly, I appreciate how Frick recognizes the benefits of both webinar and live classroom training. Although her book focuses on webinar delivery, I still find it important to understand

the strengths of each training delivery mechanism.

A few specific items in *Webinar School* stood out to me. First, in the preface, although Frick clearly states that her book does not cover instructional design principles, she takes time to mention that one design principle that she uses in applying her training to a webinar platform is to “clearly define chunks of material and build interaction into each chunk, either before, during, or after a lesson (and sometimes all three).” This simple bit advice reminds the instructional designer how to craft the content for a webinar.

In Chapter 4, Frick offers one of the most sage bits of advice—starting the webinar on time (vs. waiting for late stragglers): “What a poor way to train participants that they can be late for class and waste valuable webinar time!” Her statement can apply not only to webinars, but to all encounters (whether in person or virtual). Although this explanation was buried in a footnote, it is a cornerstone of classroom management.

In Chapter 6, Frick adds a human touch to technology by sharing strategies for personalizing the webinar experience – from mentioning where participants are located, to addressing individuals by name. After all, “the simple act of dropping a participant’s name into a sentence creates awareness in the group of participants that you recognize all of them as individuals.”

The most valuable part of the book is the checklists in the appendices. Frick provides two detailed planning and execution checklists—one for webinar trainers and one for webinar teams. Both checklists detail all tasks chronologically. The team checklist also itemizes each task by role: This is still pertinent even if the webinar team is just one person. The checklists alone are worth the price of the book.

Reading this book was like having Frick right next to me, with her conversational tone and simple way of explaining things guiding me along the way. Whether one has been producing webinars for years or just got thrust into the role, Frick's book will serve as a valuable resource with its generous heaps of advice and detailed preparation checklists that help the webinar take flight.

Jamye Sagan has over 10 years of technical communication experience. She is the Pharmacy Communications Advisor for H-E-B Grocery Company in San Antonio, TX. A Senior Member of the Society for Technical Communication (STC), Jamye is active with the Instructional Design & Learning SIG, where she has contributed several Summit session reviews for the SIG's newsletter. Jamye has also provided several book reviews for STC's journal, Technical Communication.

About IDeAL: Design for Learning

Publication policy

We invite letters, articles, book reviews, and other items for publication. Articles may contain up to 1,000 words. Picture formats: JPG, GIF, PNG; Text format: Word, RTF, or ASCII. Send items to Crista Mohammed at newsletter@stcidlsig.org.

Advertising policy and rates

We encourage advertising as long as it follows STC guidelines and promotes services of interest to IDL SIG members.

Ad sizes and rates

- **Half page** (7.5x4.5): \$75 (1 issue); \$225 (4 issues)
- **Business Card** (3.5x2): \$25 (1 issue); \$100 (4 issues)

Please submit electronic copy only in .TIF, .GIF, or .PNG format. Send ads to Crista Mohammed at newsletter@stcidlsig.org. Make checks payable to *Society for Technical Communication* and send to: Robert Hershenow, STC IDL SIG, 616 Colusa Ave, Berkeley CA 94707.

Copyright statement

This newsletter invites technical communicators in the field of instructional design to submit articles for publication. The authors implicitly grant a license to this newsletter to run the submission, and for other STC publications to reprint it without permission. Copyright is held by the author. Let the editor know in your cover letter if the article has run elsewhere, and if it has been submitted for consideration to other publications. Design and layout of this newsletter are copyright STC, 2005-2017.

IDL SIG website

<http://stcidlsig.org>

SIG newsletter archives

<http://www.stcidlsig.org/wp/newsletter/>